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ABSTRACT

In an effort to orient the student of Latin to the Humanities, a series of three quinmester courses focus on various aspects of life of a Roman family in the first century A.D. The second part of the trilogy, to be used independently or in sequence, concentrates on clothing, the significance of the Roman bath, architecture and its particular influence on contemporary structures, occupations, entertainment and civic responsibilities. Cultural background in English and dialogs, mottoes and songs in Latin are presented. English derivatives and the comparision between Roman and contemporary society are emphasized. A course description, goals and performance objectives, an outline of course content, suggested activities, expansion of materials, and evaluation and references are provided. Related documents include Part I, FL 004 663 and Part III, SO 007 091. (KSM)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

SO 007 090

ORIENTATION TO THE HUMANITIES

PART 2

ROMAN HOLIDAY

7500.02
7510.02

(Latin)

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

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PART 2

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(Latin)

DIVISION OF INSTRUCTION
Dade County Public Schools
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1971

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COURSE DESCRIPTION

This is the second course of a trilogy which may be offered. The three quinmesters focus on various aspects of the life of a Roman family in the first century A.D. Each quinmester may be studied independently, but success will be more likely if the previous quin has been studied. Roman Holiday concentrates on clothing, the significance of the Roman bath, architecture and its particular influence on contemporary structures, occupations, entertainment and civic responsibilities. Cultural background in English and dialogs, mottoes and songs in Latin are presented. Much emphasis is placed on English derivatives and on the comparison between Roman and contemporary society.

BROAD GOALS AND PERFORMANCE OBJECTIVES

These minimal goals will be met with 75% proficiency by a majority of the class unless otherwise specified.

I. Listening Skills: According to his level of maturity and achievement, the student will:

A. Answer with either the literal or poetic English meaning, when given a motto in Latin.

B. Answer with the appropriate response in Latin when given a question from the dialogue.

C. Sing the song, Toga vestis est, when given the command "Cantemus carmen, 'Toga vestis est'."

II. Speaking Skills: According to his level of maturity and achievement, the student will:

A. Respond with the proper Latin phrase.

1. When prompted by a visual stimulus relating to parts of the body or Roman dress and the question, "Quid est?" or "Quae sunt?", the student will respond with the correct Latin word.

2. When the action of combing hair, washing or dressing is pantomimed and the question, "Quid agit _____?" is asked, the student will

respond with the appropriate verb.

3. Given a visual stimulus concerning houses and the question, "Quid est?", the student will respond with the appropriate Latin word.
4. When prompted by the appropriate picture relating to Roman occupations and the question, "Quis est?", the student will give the Latin word describing the picture.
5. Given visual and verbal stimuli concerning Roman occupations, the student will give the verb which describes the action.

B. Respond with the correct Latin motto, when given the English translation.

C. Respond with the Latin equivalent of an English sentence and the poetic meaning of the Latin sentence.

1. Given the sentence, "Clothes make the man," the student will give the Latin and the poetic meaning of the sentence.
2. Given the sentence, "Beware the dog," the student will give the Latin and explain where the phrase occurs.

III. Reading Skills: According to his level of maturity and achievement, the student will:

A. Respond with the Latin root, when given the English derivative of any Latin word covered in the Unit.

B. Respond with the meaning of the English word based on the Latin root, when given the English derivative of any Latin word covered in this Unit.

IV. Values and Behavior Patterns of the Target Culture: According to his level of maturity and achievement, the student will:

A. Identify which statements are true of Roman baths, western gymnasiums or both, when given a list of statements concerning Roman baths or their modern equivalent.

B. Identify which statements are true of the Romans, Americans or both, when given a list of statements concerning habits of dress.

C. Identify the rooms of a Roman house. Given a list of the rooms in a Roman house and a blank floor plan, the student will match the names with the proper room.

D. Identify the function of the rooms in a Roman house, when given a list of the rooms.

E. Identify the various household gods and the function of each, when given a list of statements concerning the gods.

F. Identify which statements are true of Romans, Americans or both, when given a list of statements concerning daily activities.

V. Attitudes: The student will:

A. Elect to take the third course in this series.

B. Pursue actively further study of Roman culture, as evidenced by seeking additional knowledge, collecting evidence of classical influence on modern life, etc.

C. Show awareness of the various reasons for studying this course.

COURSE CONTENT

I. Vestis Virum Reddit

A. Expanded dialogue

B. Vocabulary for parts of body and articles of clothing

C. Verbs relating to dressing

D. English derivatives

E. Roman baths

1. Architecture

2. Function

F. Motto -- Vestis virum reddit.

G. Song -- Toga vestis est.

H. Comparison of Roman and western dress

II. Casa Romana

A. Expanded dialogue

B. Vocabulary of house

1. Names of rooms

2. Function of rooms

3. Types of dwellings

4. Architecture

C. Household gods

1. Janus

2. Vesta

3. Lares and penates

D. Motto -- Cave canem!

E. English derivatives

III. Dies in Vita Familiae Romanae

A. Expanded dialogue

B. Occupations and verbs associated with occupation

C. Mottoes --

1. Caveat emptor.

2. Labor omnia vincit.

3. Ad astra per aspera.

4. Ars Gratia Artis.

5. Morituri te salutamus.

D. English derivatives

E. Comparison between Latin and American daily activities

SUGGESTED PROCEDURES & EXPANSION OF MATERIALS

See Curriculum Bulletin 20P-1, Orientation to the Humanities.

EVALUATIONS

Listening Skills: Instrument for measuring behavioral objective IC. Listen very carefully and then perform the action which is asked for. Cantemus carmen, "Toga vestis est." (The student will then sing the song.)

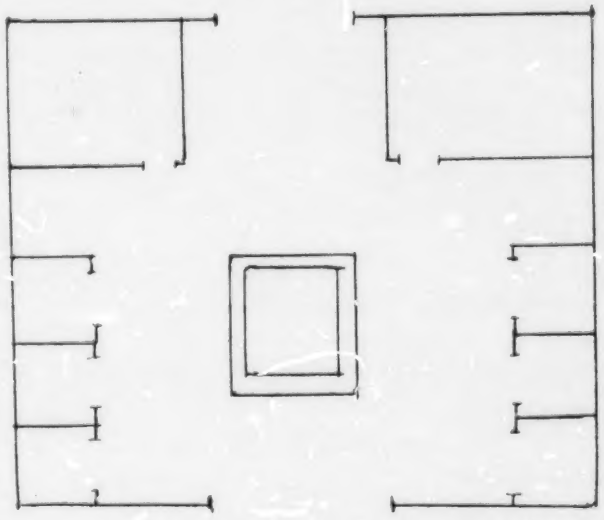
Speaking Skills: Instrument for measuring behavioral objective IIA-2. When the question, "Quid agit magistra?" is asked and the action is pantomimed, answer with the appropriate choice from the following spoken choices.
Magistra se lavat. Magistra se comit. Magistra se vestit.

Reading Skills: Instrument for measuring behavioral objective IIIB. Match the English derivative with the meaning.

_____ 1.	manual	a. having to do with speech
_____ 2.	branch	b. a place to wash
_____ 3.	lavatory	c. gardening
_____ 4.	canine	d. using the hands
_____ 5.	horticulture	e. selling
_____ 6.	nautical	f. like an arm
_____ 7.	pugnacious	g. having to do with a dog
_____ 8.	vending	h. wanting to fight
_____ 9.	military	i. having to do with sailing
_____10.	diction	j. having to do with soldiers

Culture: Instrument for measuring behavioral objective IVC. Here is a list of the rooms in a Roman house. You are to place the number beside the room in the blank floor plan of the house.

1. atrium
2. compluvium
3. impluvium
4. peristylium
5. cubiculum
6. triclinium
7. tablinum
8. ala



Attitudes: Instrument for measuring behavioral objective VB. This is difficult to evaluate except for the pupils' active interest in the language in all its phases and in the people who spoke it. He should display an attitude of sympathetic understanding toward the culture, its people, and its language. He should demonstrate his awareness of some of the many reasons for studying Latin and perhaps the best way to evaluate this would be by his desire to continue his study of the language. To facilitate as objective an evaluation as possible, the following guide for noting activities of each student could be kept.

NAME	Participates in discussion groups		Takes positive attitude		Seeks projects		Is member of language club		Does research		Registers for another Latin class	
	9/5		10/10		11/4		Yes	No	12/2		Yes	No
1. Jones, Mary	✓		✓		E		✓		—		✓	

KEY

E -- excellent

✓ -- acceptable

— -- unacceptable

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